# **Texas Education Agency** 2017-18 Federal Report Card for Texas Public Schools

Campus Name: HILLSIDE EL Campus ID: 071902121 District Name: EL PASO ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 tillough 2026- 27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
		Baseline 2016-17	1070	0070	1070	0070	1070	0170	1070	1170	0070	0270	1070
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026- 27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		3Z /0	JZ /0	J∠ /0	<b>3∠</b> /0	<i>3∠</i> /0	3Z /0	<i>32 /</i> 0	<i>32 /</i> 0	9Z /0	<b>3∠</b> /0
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
,	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
ŭ	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

À weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest

five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
		State	Distric	tCampus	America	nHispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOE	EL	Male	Femalel	Migrant	Homeless	Care	Military
STAAR Percent	at Appro	ache	s Grade	Level or	Above																	
Grade 3	A II	770/	000/	020/		000/					*	0.50/	*	*	070/	000/	0.40/	040/				*
Reading	All Students	77%	82%	83%	-	83%	-	-	-	-	-	85%		-	87%	90%	84%	81%	-	-	-	-
	CWD	51%	61%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		85%	87%	-	86%	-	-	-	-	*	89%	*	-	87%	90%	85%	88%	-	-	-	*
	EL.	70%	80%	90%	-	90%	-	-	-	-	-	90%	*	*	90%	90%		92%	-	-	-	-
	Male	74%	80%	84%	-	84%	-	-	-	-	*	87%	*	*	85%		84%	- 040/	-	-	-	-
	Female	79%	83%	81%	-	81%	-	-	-	-		82%			88%	92%	-	81%	-	-	-	
Mathematics	All Students	77%	80%	88%	-	88%	-	-	-	-	*	91%	*	71%	90%	97%	94%	81%	-	-	-	*
	CWD	52%	59%	71%	-	71%	-	-	-	-	-	71%	-	71%	-	*	100%	*	-	-	-	-
	CWOD	80%	83%	90%	-	90%	-	-	-	-	*	93%	*	-	90%	97%	93%	88%	-	-	-	*
	EL	74%	78%	97%	-	97%	-	-	-	-	-	100%	*	*	97%		100%	92%	-	-	-	-
	Male .	77%	81%	94%	-	94%	-	-	-	-	*	94%	*	100%		100%		-	-	-	-	-
	Female	78%	79%	81%	-	81%	-	-	-	-	*	86%	*	*	88%	92%	-	81%	-	-	-	*
Grade 4																						
Reading	All	72%	74%	77%	-	77%	-	-	-	-	-	77%	*	*	85%	70%	72%	83%	-	-	-	-
- ;	Students																					
	CWD	46%	44%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		79%	85%	-	85%	-	-	-	-	-	86%	*	-	85%		83%	88%	-	-	-	-
	EL Male	60% 70%	61% 72%	70% 72%	-	70% 72%	-	-	-	-	-	71% 74%	*	*	71% 83%		58% 72%	82%	-	-	-	-
	Female		77%	83%	-	83%	-	-	-	-	-	81%	*	*	88%	82%		83%	- [		-	
				,-																		
Mathematics	All Students	77%	80%	71%	-	71%	-	-	-	-	-	70%	*	*	82%	65%	67%	76%	-	-	-	-
	CWD	49%	50%	*	-	*	-	-	-	-	-	*	-	*	<u>-</u>	*	*	*	-	-	-	-
	CWOD		84%	82%	-	82%	-	-	-	-	-	82%	*	-	82%	71%		85%	-	-	-	-
	EL Mala	72% 77%	73%	65% 67%	-	65% 67%	-	-	-	-	-	67%	*	*	71% 79%	65%	58% 67%	73%	-	-	-	-
	Male Female		79% 80%	76%	-	76%				-	-	68% 74%	*	*	85%	73%		- 76%		-	-	
	Tomaio	1070	0070	1070		1070						1 170			0070	1070		1070				
Grade 5																						
Reading	All Students	83%	88%	84%	*	83%	*	-	*	-	-	84%	83%	*	91%	72%	80%	88%	-	-	-	*
	CWD	54%	62%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
	CWOD		91%	91%	*	91%	-	-	*	-	-	90%	100%	-	91%		86%	95%	-	-	-	-
	EL Male	73% 81%	80% 86%	72% 80%	*	72% 79%	*	-	-	-	-	72% 82%	*	*	72% 86%		73% 80%	71% -	-	-	-	*
	Female		89%	88%	_	87%	-	-	*	-	-	86%	*	*	95%	71%		88%	- [		-	_
Mathematics	All	90%		88%	*	88%	*	-	*	-	-	88%	83%	*	95%		89%	88%	-	-	-	*
;	Students											*	*					*				
	CWD	70%		*	*	* 0E0/	*	-	-	-	-			*	- 050/	- 020/	× 070/		-	-	-	*
	CWOD	92% 86%	95% 89%	95% 83%		95% 83%	-	-		-	-	95% 83%	100%	-	95% 83%		97% 91%	95% 71%	-	-	-	-
	Male	89%	92%	89%	*	88%	*	-	-	-	-	91%	*	*	97%		89%	-		-	-	*
	Female			88%	-	87%	-	-	*	-	-	86%	*	*	95%	71%		88%	-	-	-	-
Science	All	75%		79%	*	78%	*	_	*	_	_	79%	83%	*	84%		83%	76%	_	*	_	*
	Students																					
	CWD	48%		*	-	*	*	-	-	-	-	*	*	*	- 0.407	-	*	*	-	-	-	*
	CWOD			84%	*	83%	-	-	*	-	-	82%	100%	-			90%	79% *	-	*	-	-
	EL Male	62% 76%	66% 80%	67% 83%	*	67% 82%	*	-	-	-	-	67% 85%	*	*	67%		82%	_	-	-	-	*
	Female			76%	_	75%	_	-	*	-	-	73%	*	*	79%	*	-	76%	-	*	-	_
STAAR Percent	at Meets	Grad	e Leve	or Abov	е																	
Grade 3	ΔII	120/	46%	46%		47%					*	45%	*	*	160/	100/	41%	52%				*
Reading	All Students			46%	-	47%	-	-	-	-		40% *		*	40%	+0%	4 I % *	J∠7⁄0 *	-	-	-	
	CWD CWOD			46%	-	47%	-	-	-	-	*	46%	*	_	46%	48%	37%	56%	-	-	-	*
	EL	32%		48%	-	48%	-	_	_	-	_	47%	*	*	48%		42%	58%	_	-	-	_
	Male	40%		41%	-	41%	-	-	-	-	-	42%	*	*	37%		41%	-	-	-	-	-
	Female			52%	-	54%	-	-	-	-	*	50%	*	*	56%	58%		52%	-	-	-	*
Mathematics		46%	48%	71%	-	72%	-	-	-	-	*	74%	*	43%	75%	81%	75%	67%	-	-	-	*
;	Students CWD		35%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	*	60%	*	-	-	-	-

Two or Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military CWOD 48% 83% 78% 50% 75% 76% 78% 75% 72% 39% 81% 81% 83% 83% 81% 84% Male 47% 50% 75% 75% 77% 60% 78% 84% 75% Female 45% 46% 67% 69% 68% 72% 75% 67% Grade 4 40% 38% 35% 28% Reading ΑII 45% 47% 40% 45% 55% Students CWD 28% 23% 45% 45% 43% 45% 33% 34% 58% **CWOD 47%** 50% 29% 31% 35% 35% 33% 33% 35% 17% 55% Male 43% 45% 28% 28% 26% 34% 17% 28% 55% 55% Female 47% 52% Mathematics All 48% 48% 46% 46% 49% 55% 43% 42% Students CWD 29% 48% 52% **CWOD** 50% 52% 55% 55% 59% 55% 58% 38% 35% 43% 48% 48% 43% 33% 55% FΙ 43% 48% 49% 42% 42% 44% 52% 33% 42% Male 52% Female 47% 47% 52% 56% 58% 55% 52% Grade 5 Reading ΑII 53% 54% 47% 47% 43% 83% 52% 17% 34% 58% Students CWD 30% 32% **CWOD** 56% 58% 52% 52% 48% 100% 52% 17% 38% 62% FΙ 35% 38% 17% 17% 17% 17% 17% 9% 29% Male 50% 51% 34% 36% 33% 38% 9% 34% 29% 58% Female 56% 53% 58% 58% 56% 62% Mathematics All 60% 53% 54% 83% 58% 33% 43% 63% 57% 51% Students CWD CWOD 60% 64% 58% 58% 54% 100% 58% 33% 45% 68% EL 46% 48% 33% 33% 33% 33% 33% 36% 29% Male 57% 60% 43% 45% 42% 45% 36% 43% Female 58% 60% 63% 62% 58% 68% 29% 63% ΑII 40% 50% Science 42% 38% 37% 37% 43% 6% 40% 37% Students CWD 25% CWOD 42% 44% 43% 42% 42% 60% 43% 6% 48% 39% EL 24% 26% 6% 6% 6% 6% 6% 9% 42% 39% Male 40% 39% 48% 9% 40% 35% 37% Female 38% STAAR Percent at Masters Grade Level Grade 3 15% 10% 13% Reading All 26% 17% 17% 22% Students 9% CWD 13% 18% 7% 24% **CWOD 26%** 27% 17% 15% 17% 11% 10% EL 15% 20% 10% 10% 10% 7% 11% 8% 22% 24% 13% 11% 11% Male 13% 13% 13% Female 26% 18% 22% 24% 8% Mathematics All 22% 19% 19% 21% 0% 21% 26% 22% 15% Students CWD 12% 17% 0% 0% 0% 0% 0% CWOD 24% 24% 21% 22% 24% 21% 28% 26% 16% 26% 32% 17% 19% 26% 26% 27% 28% 17% EL 23% 23% 0% 25% 32% Male 22% 22% 26% 22% 18% 15% Female 21% 21% 15% 15% 16% Grade 4 ΑII 23% 14% 13% 26% 8% 21% Reading 24% 14% 15% Students CWD 9% 8% **CWOD** 25% 27% 15% 15% 14% 15% 24% 10% 19% EL 12% 12% 26% 26% 24% 24% 26% 17% 36% 22% 23% 8% 9% 10% 17% Male 8% 8% 21% Female 25% 21% 21% 19% 19% 36% Mathematics All 20% 20% 21% 24% 17% 25% 14% 26% Students CWD 11% **CWOD 28%** 27% 24% 24% 25% 24% 19% 31% 15% EL 18% 15% 17% 17% 19% 19% 17% 25% 9% Male 27% 25% 25% 25% 26% 31% 25% 25% Female 25% 24% 14% 14% 15% 15% 9% 14% Grade 5 ΑII 26% 21% 21% 16% 83% 24% 6% 9% 33% 24% Reading Students CWD 9% 10% CWOD 27% 27% 24% 23% 18% 100% 24% 6% 10% 35% 0% 12% 13% 6% 6% 14% EL 6% 6% 6% 24% 22% 9% 9% 6% 10% 0% Male 9% Female 28% 27% 33% 31% 25% 35% 14% 33%

Two

Mathematics												Two or		Non									
District   20%			<b>.</b>		_							More		Econ									
Substantial  CNOICO 314, 1315, 298, 298, 297, 298, 298, 298, 298, 298, 298, 298, 298			State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
CYNCO   31%   31%   28%   28%   28%   6%   6%   6%   6%   6%   6%   6%			30%	29%	24%	*	24%	*	-	*	-	-	19%	83%	*	26%	6%	26%	23%	-	-	-	*
EL   19th   29th   29		CWD	13%	14%	*	-		*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	*
Maile   Sys   Sys   29%   29						*		-	-	*	-	-		100%	-					-	-	-	-
Science						-		-	-	-	-	-		-	-				14%	-	-	-	-
Science   Signature   Signat						*		*	-	-	-	-			*					-	-	-	*
Solutions   Color		Female	30%	29%	23%	-	21%	-	-	*	-	-	14%	*	*	24%	14%	-	23%	-	-	-	-
Solutions   Color	Coiones	AII	160/	160/	460/	*	150/	*		*			1.40/	220/	*	100/	60/	220/	100/		*		*
CNU			10%	10%	16%		15%		-		-	-	14%	33%		18%	0%	23%	10%	-		-	
CNUD   17%   17%   18%   17%   18%   17%   18%   17%   18%   17%   18%   17%   18%	· ·		9%	9%	*	_	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	*
Fig.   716					18%	*	17%	_	_	*	_	_	16%	40%	_	18%	6%	28%	11%	_	*	_	_
TAAR Protect at Approaches Grade Level or Above  All Subjects   Mill   77%   75%   81%   81%   81%   82%   8						-		-	-	-	-	-			-				*	-	-	-	-
TABLE Professional of the first field of the first field of the field		Male	18%	17%	23%	*	24%	*	-	-	-	-	21%		*	28%	9%	23%	-	-	-	-	*
All Grandes  All Subjects  SUMPA  Francis (7%) 80%  Francis		Female	15%	14%	10%	-	8%	-	-	*	-	-	8%	*	*	11%	*	-	10%	-	*	-	-
All Grades  All Subjects  Schools 4, 45%, 38%, 45%, 38%, 24%, 24%, 28%, 28%, 28%, 28%, 28%, 28%, 28%, 28	TA A.D. Dawaawa	-4 4		- Cd-	I aval am	. A la a																	
Students	All Grades	at Appro				Above																	
Council   Coun				75%	81%	*	81%	*	-	*	-	*	82%	76%	38%	88%	80%	81%	82%	-	*	-	100%
Female   Part						-		*	-	-	-	-			38%	-				-	-	-	*
Maile   74%   72%   81%   80%   20%   80%   50%   50%   50%   50%   51%   51%   22%   7.								-	-	*	-									-	*	-	*
Reading   All   73% 77%   82%   82%   82%   82%   82%   78%   88%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   82%   78%   78%   78%   78%   82%   78									-	-	-								78%	-	-	-	-
Reading   Al									-	*	-								920/	-	*	-	*
Shidents		remale	79%	11%	82%	-	82%	-	-		-		81%	88%		88%	78%	-	82%	-		-	
Color   Colo			73%	70%	81%	*	81%	*	-	*	-	*	82%	75%	38%	88%	79%	79%	84%	-	-	-	*
EL						-		*	-	-	-	-			38%					-	-	-	*
Mathe       Mathe						*			-	*	-	*			-					-	-	-	*
Mathematics   All   Solid						-		-	-	-	-				*					-	-	-	-
Mathematics All 80% 80% 82% . \$2% . \$3.6% . \$3.6% . \$5.0% . \$5.0% . \$5.0% . \$2.6% . \$3.6% . \$3.6% . \$3.6% . \$3.6% . \$5.0% . \$5.0% . \$3.6% . \$3						*		*	-	-	-									-	-	-	*
Students		remale	77%	74%	84%	-	84%	-	-		-		84%	91%		91%	83%	-	84%	-	-	-	
COMOD 83% 64% 90%			80%	80%	82%	*	82%	*	-	*	-	*	83%		35%	90%	83%	83%		-	-	-	*
CLL   70%   70%   83%								*	-	-	-				35%					-	-	-	*
Maile   78%   79%   83%   * 82%   . 82%   . 84%   50%   89%   83%						*			-	*	-									-	-	-	*
Science   All   79%   77%   79%   78%   78%   78%   78%   79%   83%   84%   67%   83%   76%   76%   78%						-			-	-	-								80%	-	-	-	-
Science   All   79%   77%   79%   78%								•	-	-	-	-							- 000/	-	-	-	*
Students		remale	82%	81%	82%	-	82%	-	-		-		82%	82%		90%	80%	-	82%	-	-	-	
CWD   49%   49%   49%   *			79%	77%	79%	*	78%	*	-	*	-	-	79%	83%	*	84%	67%	83%	76%	-	*	-	*
CWOD   82%   81%   84%   84%   83%   -			48%	49%	*	_	*	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	*
EL					84%	*	83%	_	-	*	_	-	82%	100%	-	84%	67%	90%	79%	-	*	_	-
TAAR Percent at Meets Grade Level or Above  All Grades  All 47% 44% 48% 48% 49% 17% 53% 18% 16% 53% 42% 43% 54% 1 40%  EL 26% 24% 42% 42% 42% 19% 154% 154% 154% 154% 1 54% 1 11% 1						-		-	-	-	-	-		-	-				*	-	-	-	-
TAAR Percent at Meets Grade Level or Above All Grades All Subjects		Male	78%	76%		*	82%	*	-	-	-	-	85%	*	*	90%	82%	83%	-	-	-	-	*
All Cardes All Subjects   All 476   487   488   489   498		Female	80%	78%	76%	-	75%	-	-	*	-	-	73%	*	*	79%	*	-	76%	-	*	-	-
All Cardes All Subjects   All 476   487   488   489   498	TAAR Percent	at Meets	Grad	e I evel	or Abov	Δ.																	
Students	All Grades					*	400/	*		*		*	470/	E00/	400/	F20/	400/	420/	E 40/		*		400/
CVOD 50% 47% 53% * 53% * 53% * 53% * 53% * 52% 63% - 53% 42% 47% 58% - * - * - * - * 52% 63% - 53% 42% 47% 58% - * - * - * - * - * - * - * - * - * -			47%	44%	48%		49%		-		-		47%	58%	10%	53%	42%	43%	54%	-		-	40%
Figure   F		CWD	23%	22%	16%	-	17%	*	-	-	-	-	17%	*	16%	-	38%	21%	*	-	-	-	*
Male   45%   43%		CWOD	50%	47%	53%	*	53%	-	-	*	-	*	52%	63%	-	53%	42%	47%	58%	-	*	-	*
Reading   All   46%   42%   44%   * 45%   * 45%   * * * * * * * * * * 52%   69%   * * 58%   48%   * 54%   * * * * * * * * * * * * * * * * * *		EL		24%	42%	-	42%	-	-	-	-	-	42%			42%	42%	38%	48%	-	-	-	-
Reading   All   46%   42%   44%   *   45%   *   -   *   -   *   42%   69%   19%   48%   36%   34%   55%   -   -   -   *   *   *   *   *   *   *						*		*	-	-	-	-								-	-	-	*
Students  CWD 22% 19% 19% 19% - 20% * 20% * 19% - 20% * 20% * 19% - 20% * 50%		Female	50%	46%	54%	-	54%	-	-	*	-	*	52%	69%	*	58%	48%	-	54%	-	*	-	*
CWD 28% 19% 19% - 20% * 20% * 19% 19% - 20% * 20% * 19% - * 22% * * * * * * * * * * * * * * * *	Reading	All	46%	42%	44%	*	45%	*	-	*	_	*	42%	69%	19%	48%	36%	34%	55%	_	_	_	*
CWOD 48% 45% 48% * 48% * * 46% 73% - 48% 35% 36% 59% * * * * * * * * * * * * * * * * *	;																						
EL 21% 20% 36% - 36% 35% * * * 35% 36% 26% 50%						-		*	-	-	-	-		*						-	-	-	*
Mathematics All 48% 48% 56% * 57% * 34% * 22% 36% 26% 34% * * * * * * * * * * * * * * * *						*		-	-	*	-	*		73%						-	-	-	*
Mathematics   All   48%   48%   56%   *   57%   *   -   *   *   *   *   52%   82%   *   59%   50%   -   55%   -   -   *   *   *   *   *   *   *   *						*		-	-	-	-	-								-	-	-	-
Mathematics All 48% 48% 56% * 57% * - * - * 57% 50% 19% 50% 19% 52% 60% * * * * * * * * * * * * * * * * *									-	*	-									-	-	-	*
Students		remale	30 76	40 /0	33 /6	-	33 /6	-	-		-		JZ /0	02 /0		J9 /0	30 /6	-	33 /6	-	-	-	
CWOD 51% 51% 62% * 62% * - * 63% 53% - 62% 59% 58% 66% * *    EL 33% 32% 57% - 57% - 57% 59% * * 59% 57% 57% 57% 57% *    Male 47% 48% 52% * 53% * 5 54% * 28% 58% 57% 52% *    Female 49% 48% 60% - 61% * * * 60% 64% * 66% 57% - 60% * * * * * * * * * * * * * * * *		Students				*		*	-	*	-	*				62%				-	-	-	*
EL 33% 32% 57% - 57% 59% * * 59% 57% 57% 57%						-		*	-	-	-	-								-	-	-	*
Male   47%   48%   52%   * 53%   * 54%   * 28%   55%   57%   52%   *   *   *   *   *   *   *						*		-	-	*	-									-	-	-	*
Science   All   49%   44%   38%   *   37%   *   -   *   *   *   *   *   *   *   *						*		*	-	-	-									-	-	-	*
Science All 49% 44% 38% * 37% * - * - 37% 50% * 43% 6% 40% 37% - * - * * * * * * * * * * * * * * * *						-		-	-	*	-	*								-	-	-	*
Students       CWD     23%     21%     *     -     *     *     -     -     -     -     *     *     -     -     -     *     -	Science					*		*		*					*						*		*
CWOD 52% 47% <b>43%</b> * 42% * - 42% 60% - 43% 6% 48% 39% - * EL 21% 17% <b>6%</b> - 6% 6% 6% 6% 9% *		Students							-		-	-				4370	U70	4070	3170	-		-	
EL 21% 17% <b>6%</b> - 6% 6% 6% 6% 9% * Male 50% 44% <b>40%</b> * 39% * 39% * * 48% 9% 40% *						-		*	-	-	-	-			*	400′	-	4004	*	-	-	-	*
Male 50% 44% <b>40%</b> * 39% * 39% * * 48% 9% 40% *						*		-	-	*	-	-			-				39%	-	*	-	-
Walle 50 /0 44 /0 40 /0 59 /0 59 /0 46 /0 9 /0 40 /0						*		*	-	-	-	-			*				-	-	-	-	*
					40% 37%	_	35%	_	-	*	-	-	35%	*	*	39%		<del>-1</del> U /0	- 37%	-	*	-	_

STAAR Percent at Masters Grade Level

Two Non African American Pacific More Econ Foster Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects 15% 18% 39% 5% 21% Students CWD 8% 7% 5% 5% 5% 25% CWOD 23% 20% 21% 20% 19% 43% 21% 14% 21% 21% EL 9% 8% 15% 15% 15% 25% 14% 15% 15% 15% 25% 15% 18% Male 20% 18% 18% 18% 17% 5% \* 21% 20% Female 22% 19% 20% 19% 16% 46% 21% 15% Reading ΑII 19% 18% 17% 15% 50% 8% 19% 14% 10% 26% 16% Students CWD 6% 8% 8% 6% CWOD 20% 53% 19% 12% 27% 17% 19% 19% 16% 11% 10% 7% 14% 13% 12% 14% 20% Male 16% 14% 10% 10% 9% 6% 11% 10% 10% Female 22% 19% 26% 26% 21% 64% 27% 20% 26% Mathematics All 23% 23% 21% 21% 20% 31% 4% 24% 18% 24% 18% Students CWD 10% 10% 4% 4% 4% 4% 6% 19% 28% CWOD 25% 25% 24% 24% 23% 33% 24% 19% 13% 19% 19% 18% 21% 13% 18% 18% 13% EL Male 23% 23% 24% 25% 24% 28% 21% 24% 36% 18% Female 24% 15% 19% Science ΑII 22% 16% 16% 15% 14% 33% 18% 6% 23% 10% Students CWD 7% CWOD 24% 18% 18% 17% 16% 40% 28% 11% 17% 6%

6%

21%

8%

6%

9% 23%

9%

10%

6%

28%

11%

6%

23%

10%

6%

24%

8%

5%

23%

4%

17%

15%

EL

Male

Female 21%

Part (iii): Academic Growth and Graduation Rate

### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All	African		14/1-14	American		Pacific	Two or More	Econ	OWD	
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	72	*	71	*	-	*	-	-	71	68	72
CWD	68	-	67	*	-	-	-	-	67	68	*
CWOD	73	*	72	-	-	*	-	-	72	-	70
EL	72	-	72	-	-	-	-	-	74	*	72
Male	67	*	66	*	-	-	-	-	67	69	71
Female	77	-	77	-	-	*	-	-	75	*	73
Mathematics											
All Students	76	*	76	*	-	*	-	-	76	53	73
CWD	53	-	50	*	-	-	-	-	50	53	*
CWOD	80	*	80	-	-	*	-	-	80	-	77
EL	73	-	73	-	-	-	-	-	72	*	73
Male	77	*	76	*	-	-	-	-	75	62	72
Female	76	-	76	-	-	*	-	-	76	*	75

## Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohort Gi	raduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class Proficiency of EL Rate of Proficiency

<sup>&</sup>quot; Indicates results are masked due to small numbers to protect student confidentiality.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;-' Indicates there are no students in the group.

Total EL in Class 167

Proficiency of EL

Rate of Proficiency 13%

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a

Student Success (Student Achiev	All Students vement Don			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	49	*	50	*	-	*	-	*	49	*	46
School Quality (College, Career,	and Military	Readiness	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ		Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Υ Υ
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y
<b>g</b>											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

					Two or		Non							
African		American		Pacific	More	Econ	Econ							
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	*	100%	*	-	*	_	*	100%	100%	100%	100%	100%	100%	100%	-
,	CWD	100%	_	100%	*	-	-	_	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	-	-	*	_	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	_	100%	_	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	_
	Male	100%	*	100%	*	_	_	_	_	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%		-	-	-	*	100%		100%			100%	100%	-
	CWOD	100%	•	100%	-	-	•	-	•	100%	100%	*	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%			100%	100%	100%	100%	-
	Male	100%	•	100%	•	-		-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	•	-	•	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	-	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students CWD	100% 100%	*	100% 100%	*	-	*	-	-	100% 100%	100%	100%	100%	100%	100% 100%	100%	-
			*			-	*	-	-		100%	100%	100%	100%		100%	-
	CWOD	100%		100%	-	-		-	-	100%		-			100%		-
	EL	100%	-	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male .	100%	-	100%		-	-	-	-	100%	*	100%	100%	100%	100%	-	-
Non-Participation	Female n <b>Rate</b>	100%	-	100%	-	-	•	-	-	100%	·	•	100%	100%	-	100%	-
All Subjects	All Students	0%	*	0%	*	_	*	_	*	0%	0%	0%	0%	0%	0%	0%	_
All Gabjects	CWD	0%	_	0%	*					0%	*	0%	-	0%	0%	0%	
	CWOD	0%	*	0%		-	*	_	*	0%	0%	-	0%	0%	0%	0%	_
	EL	0%		0%	_	-		-		0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0 70	-
						-	*	-	*							-	-
	Female	0%	-	0%	-	-		-		0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%		0%	-	-	0%		-
	CWOD	0%	*	0%	-	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%		0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-
	Male .	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	-	0%	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
In-School Suspensions	Male	*	*	*	*	*	*	*	*	*	
		*	*	*	*	*	*	*	*	*	
	Female Total	*	*	*	*	*	*	*	*	*	
Out of Cohool Cumpanions	iotai										
Out-of-School Suspensions	Male	0	*	*	*	*	*	*	*	*	
		6	*	*	*	*	*	*	*	*	
	Female		*	*	*	*	*	*	*	*	
E	Total	6	-	-		-	-		-	-	
Expulsions		*	*	*	*	*	*	*	*	*	
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male										
	Female	*	*	*	*	*	*	*	*	*	
	Total		*		*		*			*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
School-Related Arrests											
	Male	*	*	*	*	*	*	*	*	*	

						Indian or					Students	Students with
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	Two or More Races	EL	with Di Disabilities (Se	sabilities ection 504)
	Female	*	*	*	*	*	*	*	*	*	•	,
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	6	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	6	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*			*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*		*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests			*	*	*	*	*	*	*			
	Male .	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
5	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement		_	*	*	*	*	*	*	*	*		
	Male	*	*	*	*	*	*	*	*	*		*
	Female		*	*	*		*	*	*	*		
AH 04 1 4	Total	-	-	-		-	-	-	-			-
All Students												
Chronic Absenteeism	Mala	44	*	44	*	*	*	*	*	-	_	
	Male	11	*	11	*	*	*	*	*	5	5 *	*
	Female	11	*	11	*	*	*	*	*	5	7	*
	Total	22	~	22		7		-	**	10	1	

	iotai
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*
•	

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Decade at Decayors		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Mala	28	*	26	*	*	*	*	*	14	0
	Male										8
	Female	29	*	29	*	*	*	*	*	14	*
	Total	57	*	55	*	*	*	*	*	28	10
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	-	-	-	_	_	_	_	_	_

Total

Indian or Students Pacific Two or More Total African Alaska with students American Hispanic White Native Asian Islander Races Disabilities

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- ... Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### **High Poverty**

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 1.8	Percent 5.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	6.8%

Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

One de O	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	88	2%	*	*
Mathematics	6,020	1%	88	2%	*	*
Grade 4 Reading	6,061	1%	66	2%		-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%		-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Biology	4,861	1%	44	1%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	*	*
Reading	43,730	1%	468	1%	*	*
Mathematics	39,178	1%	441	2%	*	*
Science	16,112	1%	175	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Orado 4	rtcading	Black	44	49	34	31	19	17	3	3
			49	46	31	32	16	19	3	4
		Hispanic White	21	22	34	32	35	34	10	13
			∠ I *		3 <del>4</del> *		33 *		10 *	
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42		31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races		29 15	30	42 39		25 35	17	4 11
			13				41			
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Matricinatios	Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31		13
			*	20 44	აა *		33 *		16 *	
		American Indian Asian	3	44 12		38 24		14 32	40	4 32
			3 *		19 *		37 *		40 *	
		Pacific Islander		36		39		18		6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

# State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

<b>Grade</b> Grade 4	<b>Subject</b> Reading	Student Group Students with Disabilities Limited English Proficient	<b>%</b> 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

<sup>...</sup> Indicates zero observations reported for this group.

Subject Student Group % Grade

Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

### Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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